

Growing Success: Kindergarten Communication of Learning: Initial Observations and Communication of Learning for Kindergarten Students

Advice for Designated Early Childhood Educators (DECEs)

This document applies to the **Kindergarten Communication of Learning: Initial Observations template and Communication of Learning templates**.

The *Kindergarten Communication of Learning: Initial Observations* will be issued between October 20 and November 20 for both Year One and Year Two Kindergarten students.

The *Kindergarten Communication of Learning: Initial Observations* is intended to provide parents with an overview of initial observations of their child's learning and early evidence of growth in learning in relation to the overall expectations in *The Kindergarten Program (2016)* and with information about appropriate next steps to further the child's learning. *Growing Success: The Kindergarten Addendum 2016* (p.12)

The *Kindergarten Communication of Learning* is issued at two points in the school year:

- At the end of the second reporting period, between January 20 and February 20 reflecting the child's growth and progress since September; and
- At the end of the third reporting period, towards the end of June, reflecting the child's growth and learning since the January/February report.

According to *Growing Success: The Kindergarten Addendum 2016*:

The assessment, evaluation, and reporting policy for Kindergarten aligns with the content, philosophy, and intent of The Kindergarten Program (2016), a play and inquiry based program designed to be developmentally appropriate for young children. Assessment is conducted concurrently with instruction and is an integral part of learning in Kindergarten. Assessment, evaluation, and reporting policy is based on a view of the young child as "competent, capable of complex thinking, curious, and rich in potential" and actively engaged in the assessment process (Ontario Ministry of Education, 2013, p. 7). The policy also recognizes that children enter Kindergarten at different stages of development and with diverse backgrounds and experiences, and that they will also leave Kindergarten demonstrating variations in growth and learning in relation to the expectations. (p. 3)

Expectations for DECEs

1. “It is expected that teachers and early childhood educators will collaborate in observing, monitoring, and assessing the development of children in Kindergarten and in communicating with families, and that the teacher will ensure that the appropriate *Kindergarten Communication of Learning* templates are fully and properly completed and processed.”
Growing Success: The Kindergarten Addendum 2016 (p.13)
2. The expectations for DECEs around the report card completion have not changed from previous years. DECEs are not expected or advised to create or input comments on the Communication of Learning templates.

In *The Kindergarten Program (2016)*, the overall expectations are organized under the four “frames” or four broad cross-curricular areas of learning; *Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating*. These four frames are designed to support the way children’s learning naturally occurs and are critical to young children’s development. They are used to structure thinking about learning and assessment. The four frames are reflected in the *Communication of Learning* template.

The comments in the templates written by teachers are used to communicate learning and are defined in the following categories:

- **Key Learning** refers to the most important or significant skills and/or understandings (knowledge) that the child has demonstrated during the reporting period, in relation to the overall expectations. It is appropriate for educators to include their perceptions about the child's interests and learning.
- **Next Steps in Learning** refers to ways in which the child can move forward in developing knowledge and skills, in relation to the overall expectations, both at school and at home. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when determining next steps in learning.
Growing Success: The Kindergarten Addendum 2016 (p.14)

Reporting

Teachers and DECEs should not be asked for any additional written reporting to parents (formal or informal) other than the *Communication of Learning* templates which are completed by the teachers.

Signatures

The *Communication of Learning* templates include a section for signatures. There is a teacher and principal signature line and there is a DECE box where the DECE’s name is inserted. DECE members should not sign the *Communication of Learning* templates. The DECE’s name should not be handwritten in the box but instead it should be electronically generated and inserted by the board or school. The teacher is the author of the report card; the DECE is a contributor.

If a DECE member is asked to create comments, enter comments, or sign their name on the Kindergarten Communication of Learning template by their principal or their teaching partner, they should contact their local president or staff in Professional Relations Services.

Related Resources

Check the ETFO provincial website for Advice for Members etfo.ca.

The link to the EduGAINS Website with further information can be found at:
edugains.ca/newsite/Kindergarten/index.html

The Kindergarten Program (2016) is available at the following link:
edugains.ca/resourcesCurrImpl/OntCurriculum/kindergarten_english.pdf

The Growing Success: The Kindergarten Addendum (2016) is available at the following link:
edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf

If you have any questions or concerns, please contact staff in Professional Relations Services at 416-962-3836 or 1-888-838-3836.

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